The COMPASS

AMERICAN · ASSOCIATION · OF · SOCIAL · WORKERS

March 1940

Social Work Skills in Social Insurance

Principles in Evaluation Process

"Work for Relief"

Delegate Conference Plans

Educational Standard for Membership Selection

Volume XXI Number 6

ANY professional organization necessarily is on the alert to keep its membership requirements in consonance with developments in the field of professional practice. One of the primary considerations before the membership of the Association in its study of the requirements is whether the educational standard has practical uses not to be wholly replaced by any other possible criteria.

Probably never in the history of the Association have the principles underlying membership requirements been subjected to so thorough-going an analysis as is now being undertaken. It is the considered judgment of the National Membership Committee, confirmed by the reactions of chapters, that changes in the technical requirements, if and when they are made, shall be the result of the most thoughtful appraisal of the relation of the requirements to the fundamental purposes of the Association.

ONE of the most challenging questions before the profession today is the extent to which social work skills are appropriate and may be utilized in a group of social services which have not hitherto used these skills. However much debate there may be in some quarters about the application of social work knowledge and skill in the administration of public assistance and the child welfare services, there is no question on this point within the profession itself.

There is less agreement, however, as to the utility of these skills in related services and in the insurance field. Considerable light is expected on this issue from the Study of Training Needs in the Public Social Services made under the auspices of the American Association of Schools of Social Work. A further examination of the question has been undertaken by the Steering Committee of the Division on Government and Social Work in a preliminary discussion with the Bureau of Old-Age and Survivors Insurance of the Social Security Board, to be followed by similar efforts in connection with other services.

EVALUATION is an important aspect of employment practices. On this process depends the effective appraisal of professional performance. To say this is one thing. To establish principles, basic to an evaluation procedure, is quite another. Agencies and workers seeking help in thinking about this process will find value in the Chapter Committee report in this issue.

Contents

Article	*Page*
Some Principles in the Evaluation Process	3
General Objectives and Utility of an Educational Standard for Membership Selection	4
Examination Announcement for Social Group Work Positions	6
Meeting of Committee on Chapters	7
Delegate Conference Plans	7
Use of Social Work Skills in the Administration of Social Insurance	8
Disclosure of Lists of Names of Recipients of Public Assistance	8
Citizen Board on "Work for Relief"	9
Work on Nominations	10
Inclusion under the Social Security Act	10
Qualifications of New Members Admitted during 1939	11
New Vocational Bureau	13
Association Financial Statement	20

THE COMPASS

Published monthly except September by
AMERICAN ASSOCIATION OF SOCIAL WORKERS
Publication office 374 Broadway, Albany, N. Y.
Editorial and General office 130 East 22nd St., New York, N. Y.

VOLUME XXI NUMBER 6

Officers

Harry Greenstein, *Pres.* — Pierce Atwater, *3rd V-Pres.*
Grace L. Coyle, *1st V-Pres.* — Frederick I. Daniels, *Treas.*
Charlotte Carr, *2nd V-Pres.* — Savilla Millis Simons, *Sec.*
Walter West..... *Executive Secretary*

Assistant Secretaries: Dorothy C. Kahn, Grace F. Marcus, Elisabeth Mills

THE COMPASS: Edited by the Staff

Entry as second-class matter at the post office at Albany, N. Y.

Acceptance for mailing at the special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized June 28, 1924

Subscription: Non-Members $1.00 per annum. Subscription of members of the Association included in annual dues.

Some Principles in the Evaluation Process

THE Committee on Evaluations of the Philadelphia Chapter suggests points on the content to be evaluated in the case worker's job in a case work agency and some principles governing the evaluation process. This report, as approved by the chapter, has been sent to several Philadelphia agencies for comment. The chapter's Committee on Evaluations would welcome further suggestions and criticisms for guidance in continued work on evaluations. Members of this Committee were: Goldie Basch, chairman, Mrs. Edna L. Astley, Jeanne Chorney, Mrs. Sarah Marnel, Mrs. Betty Mazur, Mary Taylor, Helen A. Woodward.

This Committee came into existence as a result of the work done by the Chapter Committee on Standards of Employment Practices. In 1937 the earlier Committee reported:

> Evaluations are necessarily made in employing, continuing or dismissing employees. There should be periodic evaluations of the employee's work which should be written and placed on file along with agency considerations and decisions based upon them. Employees should participate in making these evaluations and should in general know their content if they so desire. Such recorded evaluations serve as a fair and sound basis for reference writing.
>
> Since the content of such evaluations varies in the different fields of social work, as well as within any one field, the Committee recommends that further study be given this subject in order to develop a more basic content.

To meet this recommendation the Committee on Evaluations has formulated the following statement. It is intended to be used suggestively as a point of departure for an agency's thinking and practice, and to be modified by the agency's characteristic needs and cumulative experience in evaluating and is not offered as a rule to be followed literally.

Underlying Assumptions

Underlying the formulation of this report there are several convictions of the Committee. One is that the use of evaluations presupposes that the agency has defined its own usefulness to the community and has carefully considered what it needs from its worker in original equipment and in quality and direction of development on the job. A second conviction of the Committee is that the supervisor should realize the grave distinction between evaluating the worker's job performance and evaluating the worker as a personality. A serious responsibility rests upon the supervisor to define the area of evaluation in terms of what the worker does rather than what sort of person he is. Realizing keenly that the personality and attitudes of the worker reveal themselves inevitably and strikingly as he discharges his obligation to client and agency, we are convinced that in making the evaluations the supervisor should take into consideration the personality, attitudes and behavior of the worker only as they are expressed in his job performance.

The Committee also thinks that the *interrelationship* of all the items listed as content of the job is important—that the worker's progress in "quality of job organization," for example, should be considered in connection with the progress made in "quality of case work practice." In some periods in the agency's operations, it may be essential to its functioning that any given worker carry a large case load responsibly and with good organization, and furthermore maintain sound working relationships with the community; at other times the agency may need, most of all, that each worker show indication of growth in refined case work techniques. This phase of evaluation would presuppose that there is adequate opportunity for each worker to be informed of the agency's changing emphases and needs as they affect his job, in so far as the agency is able to anticipate and define such changes.

Participation of the Worker in Evaluation

In an agency plan for evaluating its workers the question arises as to what extent the supervisor shall share with the worker the evaluation of his performance. The Committee suggests that, from his earliest association with the agency, the worker shall know that his work is evaluated; and, to whatever extent is possible, shall know upon what basis and in what terms it is evaluated; also that the evaluation shall be shared with him by the supervisor who has made it.

In whatever form, verbal or written, the evaluation is made, there should be some preliminary understanding between worker and supervisor as to the phases of the job to be evaluated, thus providing the worker with opportunity for self evaluation. However, this does not mean a lessening of the super-

(Continued on page 14)

General Objectives and Utility of an Educational Standard for Membership Selection

This memorandum has been approved by the National Membership Committee and sent to chapters as a supplement to other materials on the complicated problems of membership policy. It contains in incomplete form a statement of some influences of an educational standard which are not generally known to members and which need to be considered in examining both the values and the defects of the current membership requirements. In further investigation of the problems of membership selection it may be useful in finding out where the current requirements serve valuable purposes and where and why they fail to serve these purposes to a degree that justifies maintaining them in their present form.

Introduction

The AASW member's ordinary experience affords only a restricted basis for judgment of the usefulness of a membership standard to the Association. What sense does the standard make as the Association's peculiar means of achieving its purposes? The purposes of the AASW have been developing in depth and breadth. For this reason the by-law statement of purpose was revised by the 1939 Delegate Conference to read:

> "This corporation is an association of social workers meeting qualifications of training and experience, working in the area of human relationships, interested in advancing the quality of social service by means of individual and collective action in defining, promoting and protecting social work concepts and principles in the following areas: social work practice and the advancing body of knowledge and skills required in practice; personnel standards, including professional education; standards of organization and administration affecting practice; and social problems observed in social work practice."

The individual member may base his judgment on his observation of the way the current requirements have worked in particular instances, as when they have excluded certain persons whose competence he respects and admitted others who seem mediocre. In a field where other provisions for certifying social workers have not yet developed to the point of relieving the AASW of general responsibility for this function, membership in the AASW has acquired value as evidence of general status even when it has not been secured through the educational qualifications which are now required. During a period when the purposes and obligations of membership are thus overshadowed by a practical advantage which may seem to be conferred somewhat arbitrarily, what justifications are there for admitting certain persons and excluding others, especially when the individual competence of the elect cannot be guaranteed?

Some Problems in an Educational Standard

One problem * in setting up standards for social work is that its standards are still to a large extent peculiar to the special fields and common denominators have not been widely recognized or in many instances even identified. This means that social work, like other professions before it, must go through a phase of arduous self-exploration. It is realized that a common philosophy, common objectives, common values and common responsibilities should animate all branches of practice entitled to be recognized as social work but there are questions both about the necessity for a common background through which these common factors can be established and about the necessity in the specific fields of practice for competence in more than one method or function. The great variations between the standards of the special fields of social work mean that a question is inevitably raised and should continue to be raised about what the minimum requirements should be which will best assure in all fields of recognized social work the observance of indispensable common obligations to clients and public.

Another problem in setting up standards is inherent in their very nature. Because they say "This is what is absolutely necessary for our purpose," they are bound to value the rule at the cost of the exception. If in the form they take they exclude too many persons of proven ability, the group from whom these persons are excluded suffers in its quality

* See "Some Points on Professional Standards: A Report on Group Discussion," AASW, price 10 cents.

and strength or the group is exposed to the danger of making so many exceptions that the fundamental reasons for selection are invalidated and selection becomes an injustice to those who have not succeeded in obtaining exceptional treatment. Even if exceptions can be intelligently made, technical requirements, through which the general standards are maintained, are bound to operate disadvantageously in certain cases. All this means that it is always pertinent to ask how well any given standards are serving their general purpose and whether when the validity of the standard under consideration is examined, it will prove to be such as to justify tolerance of the disadvantages entailed.

Another problem in setting up standards is that of their justice to those who are ineligible for lack of general education, limited financial resources, and lack of training facilities. If the standards are being used to develop the serviceability and competence of social work, exclusion is essential as a means of promoting their greater observance. Their existence does not rule out recognition of the need there may be for the services of persons unable to meet them or of the value of those services. However, standards may lose a great part of their social justification and be unproductive if they are used exclusively for status and if those admitted under them recognize no obligation to work for the improvement of the conditions under which all social work is done, the development of competence in all personnel, and the extension of ways and means for communicating competence through training and education.

Content of this Memorandum

An educational standard is designed to serve both an internal and an external usefulness for a professional organization: (1) selecting the personnel best adapted to carry out the organization's work and (2) facilitating and compelling the use of the professional knowledge and skills which are necessary for the welfare of clients and the welfare of the general public. This memorandum attempts to provide a rough basis for considering the effectiveness of the present membership requirements in meeting external needs and problems rather than their effectiveness in bringing to the Association members possessed of the interests and assets desirable for smooth and effective operation of the AASW.

The following have been selected from the other purposes and uses which an educational standard should enable the AASW to serve:

1. *An educational standard identifies the persons whose special knowledge and experience equip them to be sources of reliable information and opinion on social work problems.*

The basic problems with which an educational standard is expected to help the Association to deal are found in the tendency of the public to entertain such traditional beliefs as the following:

> Any person of ordinary intelligence and good will can understand and deal with social work problems.
>
> The motives of any person deriving his living from the performance of social work are under suspicion and he is therefore not a trustworthy source of information and opinion on social work problems.
>
> Persons not employed in social work are therefore more likely to be unbiased in their understanding of social work problems and more capable of protecting the interests which the public has at heart.

The educational standard of the Association is a symbol intended to convey to the public the following assurances:

> Special knowledge and skills peculiar to the demands of social work have developed a distinctiveness and substance sufficient to make it possible and necessary for educational institutions to set up a special education through which they can be acquired. The existence of this special education is evidence that more equipment is needed for competent understanding of social work problems than good intelligence and good will.
>
> The practical values and need of this special knowledge and skill have been sufficiently demonstrated in the experience of social work to have become a platform on which all members of the professional association agree. They not only recommend it to others but submit to it themselves. Their own obedience to the membership standard is proof to the public of the strength and impartiality of their conviction.
>
> Qualified social workers have indicated by their willingness to obtain this special knowledge and skill their interest in efficiency of performance,—a more relevant claim on public confidence and respect than experience in profit-making, vote-getting, et cetera. Since special knowledge and skill are pre-requisites to competent understanding of social work problems, the

(Continued on page 15)

Examination Announcement for Social Group Work Positions

An unassembled examination has been announced by the United States Civil Service Commission for the positions in the Children's Bureau of Senior Specialist in Social Group Work, $4,600 a year; Specialist in Social Group Work, $3,800 a year; Associate Specialist in Social Group Work, $3,200 a year. The filing date is March 18, 1940. Applicants must not have passed their 53rd birthday. In addition to existing vacancies, positions in the field requiring similar qualifications may be filled from these examinations.

The duties of the position are: "Under general supervision, to apply the principles and techniques of group work in an experimental study in the prevention and treatment of juvenile delinquency; to formulate policies governing consultation services and research activities in relation to group-work services for children; to study and prepare reports regarding these activities, with special emphasis upon the integration of group work with other social work activities for children; to plan and conduct research, advisory services, and demonstrations in relation to the development of group-work and case-work service for the treatment of conduct and personality problems of children; and to direct consultation to State and local public and private agencies in relation to group work, the grade of the position depending upon the degree of professional responsibility involved."

All applicants must have a bachelor's degree from a recognized college or university and except for the substitution noted below must have completed at least one year of graduate study in an accredited school of social work, showing successful completion of at least one course in group work and one course in case work.

For the positions of Senior Specialist in Social Group Work and Specialist in Social Group Work, two years of successful experience, in addition to that noted below, in a social group work agency of acceptable standards may be substituted for the year of graduate study. No substitution of experience for graduate education is allowed for the position of Associate Specialist in Social Group Work.

Experience requirements are as follows: for *Senior Specialist in Social Group Work* "at least 5 years of paid experience, at least 3 years of which must have been in a social group work agency of acceptable standards *and* at least 2 years of which must have been in one of the following: (a) executive work in a social group work agency of acceptable standards, (b) consultant work in connection with social group work services, (c) organizing State or local social work agencies, (d) any combination of (a), (b) and (c)"; for *Specialist in Social Group Work* "at least 4 years of paid experience in a social group work agency of acceptable standards, 1 year of which must have been in an executive capacity, or as a consultant in social group work services"; for *Associate Specialist in Social Group Work* "at least 2 years of paid experience in a social group work agency of acceptable standards."

A social group work agency is defined as "an agency which uses the group work process in order to develop the individuals within the group and to make use of their voluntary group association to further socially desirable goals; the agency must have been financially responsible; it must have worked constructively and cooperatively with other agencies in the community; it must have had leaders whose functions and qualifications were in conformity with the objectives of the agency, and it must have been staffed by professional social workers qualified to deal with the group involved."

Experience in a social group work agency, to be qualifying for any grade, must have included all of the following: "organizing social groups on the basis of sound primary grouping; building a social program in cooperation with the group, concerning the interests of the group; developing a social program in conformity with the needs of the community; giving individual guidance aimed at the development of the individual. . . . Experience confined to teaching classes in physical education or to playground leadership will not be accepted as qualifying experience." For all positions applicants must have "demonstrated ability for leadership in work with community agencies and ability to carry out social group work services on the basis of individual needs."

Additional credit will be given in all grades for the following: (1) social group work experience on the staff of a social case work agency or an agency functioning under a cooperative plan for individualized service to children within the group; (2) additional graduate study or teaching in an accredited school of social work; (3) experience in initiating projects relating to the conduct of social group work services for children; (4) collateral experience with a social case work

agency of recognized standing having the services of a psychiatrist; (5) additional qualifying executive or supervisory experience in a social group work agency beyond the minimum requirement."

At least one year of the required education or experience must have been secured within the five years immediately preceding the closing date for filing of applications. Applicants will be rated on the extent and quality of their education and experience; a physical examination is required before appointment. Applications are available from the United States Civil Service Commission or at any first class post office.

Delegate Conference Plans

Competition for time on the program will require adjustment by the National Board at its meeting in March. The Steering Committee of the Division on Government and Social Work and the National Membership Committee are each planning a program for a day's discussion and action, while the Board for budget reasons has been considering a single day meeting in Grand Rapids this year.

For several years running the Association has framed its platform regarding government employment, insurance, and assistance programs. A 1940 edition, in the form of a summary of the general principles on which agreement has been reached, will be submitted for discussion and action at the Conference as a possible aid in developing current legislative programs, national and local. Use of round tables for discussion of a number of current issues is also part of the proposed program.

The National Membership Committee is also planning for discussion and action by the Delegate Conference on certain propositions interpretative of the Association's present statement of purpose in so far as this includes the selection of members and affects the basis on which selection is made. The National Membership Committee hopes that through such action the ground will be cleared for continued work in the chapters and its own Committee on other questions about membership policy and requirements. The propositions will be submitted to chapters sufficiently in advance to meet the requirement for sixty days notice to them before the Delegate meeting.

Meeting of Committee on Chapters

A two-day meeting of the Committee on Chapters was held in Cleveland in February, its purpose being to clarify further the general and special problems of chapter organization, and to continue the preparation of material on the subject which may simplify the difficult administrative tasks which chapter officers have.

A report to the Committee from Mrs. Martha Perry on practical problems of organization which she encountered as executive secretary of the New York City Chapter was found by the Committee to present issues common to many chapters of varying size. The Committee plans to make later use of sections of this report in the Handbook for Chapter Chairmen, the loose-leaf collection of material on chapter organization initiated last year.

The Committee, reviewing material in reports from various chapters to the national office, also undertook to report to them on special devices being used to develop active participation of the chapter membership, with particular emphasis on new members.

Leona Massoth, of Indianapolis, made a preliminary report on a study of the use chapters are making of membership bulletins and news letters. Another summary was presented of means for broadening the use, within chapters, of the various bulletins and other material put in circulation by the national office. Some of the problems of organizing the field work of the national staff, and the uses made of consultations, were also discussed.

The Committee has undertaken to convene a meeting of chapter chairmen or their representatives at the time of the Delegate Conference.

Those attending the meeting were: Margaret Wagner, Chairman, Cleveland; Mrs. H. Esther Appelman, Chicago; Mrs. Rebecca Boyle, Cincinnati; Dorothy Hankins, Philadelphia; Isabel Kennedy, Pittsburgh; Leona Massoth, Indianapolis; Margaret Milloy, Akron; Natalia Greensfelder, Mrs. William Boyd, and Mrs. Martha Perry, executive secretaries of the Chicago, Cleveland and New York City Chapters; Mrs. Judith Wylie, former executive secretary of the Cleveland Chapter; and Mrs. Elisabeth Mills and Walter West of the AASW staff.

Use of Social Work Skills in the Administration of Social Insurance

The Steering Committee of the Division on Government and Social Work at its meeting on February 14 held what is likely to be the first of a series of discussions to explore the use of social work skills in the administration of social insurance. Guests at the meeting were John J. Corson, Director, and Michael J. Shortley, Assistant Director, Bureau of Old-Age and Survivors Insurance, Social Security Board, and Miss Alice J. Webber, New York Regional Representative (representing Miss Jane M. Hoey, Director, Bureau of Public Assistance, Social Security Board).

The following questions were submitted to the group for discussion:

1. Is the process of determining eligibility for public social services one which requires skills in understanding and dealing with people usually identified as the basic skill of social workers or is eligibility for benefits under the social insurances so rooted in factual data, such as wage records, age, etc., as to limit, if not preclude, the use of social work skills in insurance administration?
2. Have social work skills tended to be identified with the determination of *needs* rather than with determination of more objective facts?
3. Has the use of social work skill tended to be identified with influencing behavior or rendering specific social services rather than with the direct handling of grants, benefits, etc.?
4. Has the extension of public assistance tended to shift emphasis to the use of social work skill in determining eligibility on the basis of law and demonstrable fact? How?
5. If so, has the determination of needs ceased to be in conflict with the determination of other legally constituted rights?
6. Is the applicant for benefits either a different kind of person or in a different state of mind from the applicant for assistance?
7. Should these persons be received in different ways? How distinguish?
8. Are there differences in the functions of the services which call for the use of identical skills? The same basic skills differently applied? Different degrees of the same skills? Totally different skills?
9. Is there so great a demand for knowledge of a special kind related to the function of the agency as to overshadow the whole question of the relationship to the beneficiary?
10. Does the administration of social insurance and of assistance call for certain similar services, irrespective of the skill necessary to perform these services?
11. Are there varying functions within both insurance and assistance administration calling for an analogous differentiation of services?

One of the immediate results of the discussion was the submission to the Bureau of Old-Age Insurance of a memorandum on the need for guardianship provisions in connection with survivors' benefits and the importance of safeguarding the rights of children.

The Disclosure of Lists of Names of Recipients of Public Assistance

In addition to the specific provision in an amendment to the Social Security Act providing safeguards which restrict the use or disclosure of information concerning applicants and recipients to purposes directly connected with the administration of assistance, the Attorney General of the United States has interpreted Section 6 of the Hatch Act which makes it unlawful "for any person for political purposes to furnish or to disclose, or to aid or assist in furnishing or disclosing, any list or names of persons receiving compensation, employment or benefits provided for or made possible by any Act of Congress appropriating, or authorizing the appropriation of, funds for work or relief purposes, to a political candidate, committee, campaign manager or to any person for delivery to a political candidate, committee or campaign manager, and it shall be unlawful for any person to receive any such list of names for political purposes."

The Attorney General has ruled as follows: "Section 6 deals with lists of persons receiving benefits provided for or made possible by any Act of Congress appropriating or authorizing the appropriation of funds for work relief or relief purposes. Public Assistance awards appear to be made for relief purposes and, therefore, the provisions of Section 6 apply."

These provisions should assist Chapters in their efforts to protect lists of recipients of other forms of assistance as well as those covered by federal grants.

Citizen Board on "Work for Relief"

A state work relief bill is before the New York Assembly, and the State Board of Social Welfare has called attention to the considerations leading the Board to oppose this type of relief program. The following is part of the Board's statement:

"The State Board of Social Welfare favors the ideal whereby work and wages are provided for those in need who are employable. Nevertheless, the Board in devoting considerable time and study to the problem of a work for relief program on a state-local level, running concurrently with WPA, has found it necessary to recognize the disadvantages as well as the values in such a program.

Arguments in Favor of the Work for Relief Program

1. Limitations of the present WPA work program which prevent a large number of employable persons receiving home relief from being transferred to WPA.

(a) The statutory prohibition against the employment of aliens on WPA.

(b) Inability of small local communities to provide projects acceptable to WPA.

2. Desire of local communities to use moneys available for relief, not only to alleviate the relief need of persons and families but also to effect minor local improvements in community services which are not otherwise available.

3. Work for relief gives the person in need an opportunity to make a contribution for the assistance he receives rather than to take something for nothing.

4. Strong community reaction against 'idleness' and against WPA regulations which make citizens work, but prevent aliens from doing so.

5. The establishment of small projects near the homes of the workers would eliminate the problem of long distance transportation.

6. Local communities having established and expanded major community services through work relief projects now find a need of maintaining these. Maintenance of these services could be achieved through a work for relief program—the alternative of which would be increased expenses for personal services.

7. Preservation of normal family relationships through the establishment of regular work routines.

8. The strong conviction in the minds of members of state and local legislative bodies, the public welfare officials, and certain civic groups that work for relief or some similar type of program is an immediately necessary addition to our present program of public assistance despite the existence of WPA.

Arguments Against a Work for Relief Program

In spite of all the points raised by the proponents of this type of program, the Board feels that it is opposed to it because of the social difficulties, and the increased relief and administrative costs involved. Specifically these reasons are as follows:

1. Possible withdrawal of WPA from any district where the work for relief program is set up, despite informal assurance from WPA to the contrary.

2. Inclination of communities to withdraw from WPA, transfer their WPA sponsors contribution to work for relief funds, with resultant loss of federal funds and increased cost to State.

3. Certain increase in local and State relief costs because

(a) Even with State responsibility reduced to a minimum, there will be additional costs to the State by virtue of the approval of general plan for each community, processes of reimbursement, integration of work for relief program with home relief activities, determination as to whether or not communities are utilizing WPA program, intensification of State department's review of eligibility that *must* accompany such a program.

(b) There will be additional costs to localities due to the fact that there will be increased administrative supervision, staff, materials, equipment *plus* increased relief allowances on all of which the State should not reimburse.

(c) Proposals to date indicate the creation of a 15 per cent ceiling for materials, equipment and supervision. Past experience indicates that very few worthwhile projects can be undertaken on this basis with the result that eventually the ceiling will be raised.

(d) Another probability of increased costs lies in the fact that it is next to impossible to limit a wage based on an hourly rate to the equivalent of a home relief budget deficit. Experience in the past has demonstrated that in work programs efficiency of operation necessitates uniform wage payments unrelated to budget deficits.

(e) Work relief wages will necessarily be higher than regular home relief grants, since budget items incident to employment must be included for each person transferred to work relief.

(f) In addition to the foregoing there will be those intangible increases which experience shows always go with a work relief program, such as the inevitable attraction of persons to a work relief program who are unwilling to become recipients of home relief.

4. Replacement of regular county, town or municipal employees is anticipated. Full utilization of WPA should exhaust desirable projects. Accordingly only remaining work for relief will be 'boondogling' or substitution for regular budgetary functions of local government.

5. Available information relative to similar programs in 17 states indicates that our fears are well founded. Regular employees have been replaced with relief workers to reduce taxes; the type of work being done is unsatisfactory to worker and community; efforts to relate wage schedules to budget deficit have been abandoned, etc."

The Board added detailed suggestions concerning essential safeguards in the event of legislation.

Note About Examinations

Chapters and members working on examinations for social work positions will be interested to know that an early issue of THE COMPASS will carry material on the unassembled examination as used by the United States Civil Service Commission for social work and allied fields. This article will be valuable as the authoritative description of the rating process employed by the Federal Commission. The note on the unassembled examination included in the February issue of THE COMPASS was intended only as a brief comment on the general process.

Work on Nominations

Chapters of the Association have been asked to send in their nominations for the officers and members of the National Board and the Nominating Committee for next year. Nine of the Board members, after July, will be selected from the nine nominating districts (see February 1940 COMPASS) and the officers and other six Board members will be selected by the Nominating Committee. The next Nominating Committee will also be composed of one member from each nominating district.

The Nominating Committee is expected, under the by-laws, to nominate at least two persons for each vacancy. Also, in accordance with instructions from the last Delegate Conference, the Nominating Committee has drafted and sent to the chapters a statement of criteria for candidates as follows:

1. Professional competence and accomplishment in some aspect of social work practice.
2. Consistent and recent participation in the AASW in chapter, regional or national activity.
3. Qualities of leadership and a broad perspective on social work.
4. Ability to give time and attention to the responsibilities entailed in membership on the National Board or Nominating Committee.

In addition to these, it is suggested that consideration be given to insuring representation from various fields of social work practice and from various types of positions in social work agencies.

A meeting of the Committee is scheduled for March 16–17 in Philadelphia. Members of the Committee are: Clara A. Kaiser, Chairman, Norris E. Class, Alvin R. Guyler, Kathleen Millikin, Agnes Van Driel.

Inclusion under the Social Security Act

Inclusion of non-profit agencies under provisions of the Social Security Act is again a possibility. Congresswoman O'Day has introduced a bill, H.R. 8118, to abolish the present exclusion provisions. Since 1935, when the bill was originally under consideration, the Association has consistently taken the position that social agencies and other non-profit agencies should be included. The O'Day bill is in line with that position.

A bill to provide for inclusion under the old-age and survivors' benefits provisions but not under the unemployment compensation provision is also expected to be introduced. This plan has already received endorsements from the hospital, church, and other non-profit groups whose opposition to inclusion in the past has proven effective. The substitute plan would not meet as fully as the O'Day bill the demand for inclusion which the AASW has stood for, but might have a better chance of passage by avoiding the strong opposition of some of the influential agencies involved. Walter West has been representing the Association on a committee to work out the plans for this measure. The Community Chests and Councils have been instrumental in organizing the committee and other agencies represented on it have been: American Hospital Association, National Recreation Association, Council of Jewish Federations and Welfare Funds, National Catholic Welfare Conference, and other religious organizations.

Federal Legislation

At a meeting of the Steering Committee of the Division on Government and Social Work on February 14, the problem of reporting federal legislation to Chapters was discussed. The Committee agreed that those pieces of federal legislation on which the Association takes official action should be reported in THE COMPASS, but that routine information on the status of legislation would not be possible to report in this way, especially inasmuch as many Chapters are already subscribing to the *Washington News Letter on Social Legislation,* 1275 National Press Building, Washington, D. C., and additional reports are available in the daily press, *The Survey,* etc. The office will continue to answer specific inquiries from Chapters, and to request chapter action when this seems to be indicated.

QUALIFICATIONS OF 894 NEW MEMBERS ADMITTED DURING 1939

	JUNIOR	FULL	SECTION 6	TOTALS
NUMBER ADMITTED	381	491	22	894
SEX				
Male	72	127	13	212
Female	309	364	9	682
TOTALS	381	491	22	894
AGE GROUPS				
21 to 25	133	62	..	195
25 to 30	145	209	..	354
30 to 40	72	173	13	258
40 to 50	28	42	7	77
50 and over	3	5	2	10
TOTALS	381	491	22	894
COLLEGE EDUCATION				
Bachelor's degree	373	482	22	877
Two years of college	8	9	..	17
Less than two years	..	..	..	..
TOTALS	381	491	22	894
PROFESSIONAL EDUCATION				
Undergraduate Courses				
Less than one year	37	..	..	37
One year	14	23	..	37
Graduate Courses				
Less than one year	178	..	..	178
One year, less than two	138	212	..	350
Two years, no degree or diploma	14	45	..	59
Two years, with degree or diploma	..	211	..	211
Not meeting requirements	..	..	22	22
TOTALS	381	491	22	894
Field Work				
In school of social work	366	488	..	854
In agency training district	9	2	..	11
Supervised practice	6	1	..	7
Not meeting requirements	..	..	22	22
TOTALS	381	491	22	894
AGENCY AUSPICES				
Public Social Work				
Emergency agencies	58	54	..	112
Permanent agencies	168	155	8	331
	226	209	8	443
Private Social Work	152	261	14	427
Not Employed, or Students	3	21	..	24
TOTALS	381	491	22	894
FIELD OF WORK—private agencies only				
Case Work agencies	124	230	5	359
Community organization	5	9	4	18
Group Work	23	12	4	39
Other	..	10	1	11
TOTALS	152	261	14	427
TYPE OF POSITION IN AGENCY				
Executive	21	42	19	82
Supervisory	44	86	1	131
Practitioner	310	325	..	635
Teacher	..	5	..	5
Research	2	9	1	12
Other	1	3	1	5
Not employed or students	3	21	..	24
TOTALS	381	491	22	894

894 New Members Admitted During 1939

The Association publishes again this year an analysis of the qualifications of new members admitted during the past year. Comparisons with the 1938 figures (see COMPASS for February 1939) indicate few changes. Men constituted 24 per cent of 1939 admissions, and 40 per cent of the new members are between twenty-five and thirty years of age. In both 1938 and 1939, 98 per cent of new members held baccalaureate degrees. In 1939 there was a slight increase in the percentage of those qualifying for junior and full membership through graduate training in approved schools of social work, 90 per cent last year as compared with 88 per cent in 1938. Practitioners continue to dominate the scene, constituting 71 per cent of the total. Again as in 1938 the fields of public and private social work divide new members pretty evenly; in 1939 50 per cent were in public social work and 48 per cent in the private field.

LOCATION OF 894 NEW MEMBERS ADMITTED DURING 1939

Chapters	*Junior*	*Full*	*Total*
ALABAMA	3	3	6
ARIZONA	..	..	..
ARKANSAS	1	2	3
CALIFORNIA			
East Bay	3	5	8
Los Angeles County	9	15	24
San Francisco	17	17	34
Sacramento	..	4	4
San Diego	2	1	3
COLORADO			
Colorado Springs	..	..	..
Denver	5	4	9
CONNECTICUT	2	16	18
DELAWARE	..	3	3
DISTRICT OF COLUMBIA	2	12	14
FLORIDA	1	4	5
GEORGIA	6	8	14
HAWAII	2	8	10
ILLINOIS			
Chicago	25	27	52
Illinois State	3	8	11
INDIANA			
Indianapolis	4	8	12
*St. Joseph Valley	4	2	6
IOWA	8	4	12
KANSAS			
Topeka	10	8	18
Wichita	1	..	1
KENTUCKY	3	4	7
LOUISIANA			
New Orleans	10	8	18
Louisiana	7	4	11
MAINE	..	1	1
MARYLAND	3	7	10
MASSACHUSETTS			
Boston	2	23	25
Southeastern Massachusetts	3	..	3
Western Massachusetts	..	1	1
Worcester	..	4	4
MICHIGAN			
Detroit	11	7	18
Grand Rapids	2	2	4
Lansing	1	2	3
Washtenaw County	4	2	6
MINNESOTA			
Arrowhead	3	3	6
Twin City	23	7	30
MISSOURI			
Kansas City	2	2	4
St. Louis	10	11	21
*Central Missouri	3	1	4
MONTANA	2	2	4
NEBRASKA	14	5	19
NEW JERSEY	1	8	9
NEW YORK			
Buffalo	4	6	10
Ft. Orange	..	..	..
Hudson Valley	..	1	1
New York City	4	43	47
Rochester	4	9	13
Southern Tier	..	1	1
Syracuse	..	2	2
*Westchester County	..	..	..
NORTH CAROLINA	4	12	16
*NORTH DAKOTA	1	3	4
OHIO			
Akron	1	4	5
Cincinnati	1	13	14
Cleveland	49	19	68
Columbus	1	2	3
Dayton	3	2	5
Toledo	1	1	2
OKLAHOMA	4	1	5
OREGON	3	5	8
PENNSYLVANIA			
Erie	1	1	2
Harrisburg	1	3	4
Lehigh Valley	2	1	3
Northeastern Pennsylvania	..	7	7
Philadelphia	1	15	16
Pittsburgh	4	17	21
Reading	..	..	..
PUERTO RICO	1	4	5
RHODE ISLAND	10	9	19
SOUTH CAROLINA	3	1	4
SOUTH DAKOTA	1	3	4
TENNESSEE			
Memphis	2	1	3
Nashville	1	3	4
TEXAS			
North Texas	1	..	1
South Texas	..	2	2
Southeast Texas	2	1	3
UTAH	13	7	20
VIRGINIA			
Lynchburg-Roanoke	2	..	2
Richmond	16	7	23
WASHINGTON STATE	16	18	34
WISCONSIN			
Dane County	..	..	..
Milwaukee	2	6	8
STATE COUNCILS			
California	1	5	6
Michigan	1	..	1
New York State	..	1	1
Ohio State	..	5	5
Pennsylvania Division	..	..	..
Tennessee Division	..	..	..
MISCELLANEOUS STATES			
Idaho	..	2	2

* New chapters admitted in 1939.

Chapters	Junior	Full	Total
Indiana	1	1	2
Kansas	..	1	1
Missouri	3	1	4
New Hampshire	..	1	1
New Mexico	..	1	1
Vermont	..	1	1
West Virginia	3	1	4
Wisconsin	1	..	1
	381	513	894

PROFESSIONAL SCHOOLS ATTENDED BY 894 NEW MEMBERS ADMITTED DURING 1939

School	Junior	Full	Total
Atlanta University	..	6	6
Boston College	..	10	10
*Boston University	..	5	5
Bryn Mawr College	1	3	4
Buffalo, University of	5	4	9
California, University of	12	18	30
Carnegie Institute of Technology	3	3	6
Catholic University of America	1	10	11
Chicago, University of	42	106	148
Denver, University of	7	8	15
Fordham University	..	7	7
Graduate School for Jewish Social Work	..	8	8
Indiana University	5	3	8
Iowa, University of	5	1	6
Louisville, University of	2	1	3
Loyola University	2	5	7
Michigan, University of	15	2	17
Minnesota, University of	31	7	38
*Montreal School of Social Work	..	1	1
National Catholic School of Social Service	3	18	21
New York School of Social Work	19	57	76
North Carolina, University of	1	2	3
Northwestern University	8	..	8
Ohio State University	6	8	14
Oklahoma, University of	4	..	4
Pennsylvania School of Social Work	5	26	31
Pittsburgh, University of	5	17	22
St. Louis University	5	4	9
Simmons College School of Social Work	9	16	25
Smith College School for Social Work	4	32	36
Southern California, University of	14	15	29
*Toronto, University of	..	..	..
Tulane University School of Social Work	16	15	31
Washington University (St. Louis)	9	10	19
Washington, University of (Seattle)	17	15	32
Western Reserve University	50	16	66
William and Mary, College of	21	12	33
WORK TAKEN WHILE SCHOOLS WERE MEMBERS OF THE AASSW			
Cincinatti, University of	3	10	13
Johns Hopkins University	..	1	1
Missouri, University of	5	2	7
Oregon, University of	..	1	1
Puerto Rico, University of	1	3	4
Other Training Courses Accepted	45	3	48
Section Six	..	22	22
	381	513	894

* Admitted to AASSW during 1939

New Vocational Bureau

The new Social Work Vocational Bureau reports that preliminary work on organization and program is well under way. In addition to the members of the former Planning Committee, the following persons have accepted membership on the temporary Board: A. A. Liveright, of the Jewish Vocational Service and Employment Center, Chicago; W. A. Griffin, Personnel Director, American Telephone and Telegraph Co.; Paul T. Rankin, Board of Education, Detroit; Leonard W. Mayo, New York Welfare Council. This temporary board will serve only until a Bureau membership has been developed and a permanent board can be elected.

The first full meeting of the new Board will be held March 18th, at which time Articles of Incorporation and By-Laws will be adopted and reports from committee acted upon. A Committee on Case Work Service Division Program is going over the many suggestions received from the field, as a basis for final revision of service plans and the bases of membership and membership fees, prior to the initiation of membership promotion and actual services, the date of which will be announced later. Until that time no memberships are being accepted and obviously no services can be offered. It should also be repeated that the old JVS personnel records have been "impounded" and are not now available.

Of the 92 responses to date from local case work agency executives with regard to agency membership in the new Bureau, 82 are favorable, 3 are negative, and 7 as yet undecided in their attitude. Staff polls in the same agencies show a majority interested either in general Bureau membership or in the specific services of the Case Work Service Division. The real test of desire for a democratically financed and controlled vocational service program will of course come when actual membership promotion starts.

HOUSING BILL IN JEOPARDY

Chapters with active housing committees and others may wish to get in touch with their Congressmen concerning the status of the Wagner-Steagel Housing Bill (S. 591). Important and influential groups are lobbying against it, and there is real danger that this bill which provides expanded resources for low-cost housing and for the development of rural housing facilities may be defeated.

A bulletin to Chapters will be forthcoming shortly.

Evaluation Process

(Continued from page 3)

visor's responsibility as the evaluator, but rather, encourages a more active participation on the part of the worker.

Whether or not to adopt the practice of sharing a written evaluation with the worker would be a matter for each agency to decide. As a possible help in weighing the merits of this idea, we include here a brief account of the relevant experience of one large public agency.

From its beginnings as an agency, the Philadelphia County Relief Board instituted the use of periodic evaluations given orally. Dissatisfaction with the use and content of these early evaluations became increasingly prevalent both in the supervisory group and among the workers supervised. In many instances the content related to a vaguely defined supervisory process and to an estimate of the worker as a person rather than to the worker's job performance. The result for these workers was a feeling of confusion as to what was expected of them and distrust as to what would be written about them in the permanent personnel record.

As a possible remedy for these difficulties the use of written evaluations to be shared with the worker in their written form was instituted in August 1936. This usage made a progressive contribution to supervisory skill and agency personnel practice. The content of evaluation was increasingly focused upon the visitor's performance and how he might improve it. From the written evaluations which the workers were to read, descriptions of the latter as personalities tended to disappear. There ensued a heightened sense of the supervisor's responsibility to include in each supervisory conference, specific comment upon the worker's performance so that the periodic evaluation would be a consideration of trends evident in the performance during the time period evaluated. Consequently the worker gained a clearer concept as to what the agency expected of his performance with resulting increase in his sense of security and an improved working relation between him and the supervisor.

The Relation of Evaluation to Supervision

While the entire relation of supervision to evaluation has vital significance for both processes, the committee is here including as pertinent to our task only the following comment upon the connection between the two. The evaluation process may be defined as that part of supervision which measures the quality of a worker's performance as compared with the agency's requirement of this worker. It should neither be confused with, nor separated from, the supervisory process as a whole. Supervision concerns itself with the teaching of the job. As related to evaluation, one essential aspect of supervision is the supervisor's thorough knowledge of the various aspects and problems of the worker's performance, a knowledge gained from supervisory conferences, from reading records and from relevant statistical information.

The evaluation conference may be considered the summation of the individual supervisory conferences. At its best, it offers opportunity for the worker to participate in the consideration of his own progress toward job proficiency.

No written statement can supply the supervisor with the philosophy and skill which may enable him to balance in proper proportion the factual knowledge, understanding, candor, warmth and quick perception which altogether make the evaluation conference the potential impetus toward the worker's better performance. For agency, worker, and supervisor, there are immeasurable values in the latter's ability to perceive and act upon the possibilities inherent in the evaluation conference.

When Evaluations Should Be Made

At the time worker is hired, he should be given a clear understanding of what qualifications of his, as the agency now knows them, constitute the reason for his being hired. He should be told what the job requires, as defined by the agency, and should understand the agency's plan for subsequent evaluations.

At the end of an orientation period.

At stated intervals (according to plan). For example, following the orientation period, the worker might be evaluated at the end of six months; a worker remaining with the agency over a period of years, might receive an evaluation once a year. These intervals should be spaced not solely in terms of a routine lapse of specified time, but rather the time period should be used as a point of departure in planning for evaluations. If a worker is having a new supervisor, is being transferred to a new district or a new type of job responsibility, these natural occurrences should be utilized whenever possible in place of a continual reliance on the stated time interval.

If or when a person's quality of performance is being questioned, he has a right to an evaluation.

When he leaves the job for any reason.

The Nature of the Responsibility Assigned to the Worker

In evaluating, the following basic elements in the worker's situation should be kept in mind:

The special characteristics of the job assigned to the worker;

The number of cases carried;

Any special problem arising by virtue of the nature of the community in which the case load is being carried *(i.e.,* In a children's agency: is this untried territory in which to

place agency children; in a public assistance agency: is this an industrial community with many seasonal layoffs?);

Turnover in load, as compared with that usual to the agency or with reference to special significance of agency function;

Does this assignment represent a cross section of agency case load, rather than an assignment which includes special features?

Content of the Evaluation

A. Quality of Case Work Practice

1. The worker's knowledge of agency purpose and the procedures for which he is responsible in carrying out that purpose. (For example, in a public assistance agency, this would mean his knowledge of eligibility requirements and of other policies pertinent to his job.)

2. The worker's ability to align his thinking and activities with the purpose of the agency, and to work with this purpose as it may relate to the client's individual needs.

3. The worker's initiative, creativeness, flexibility and helpfulness in administering agency policies.

4. The growth in the worker's ability to understand the client's and his own attitudes and behavior in their mutual dealings with the agency.

5. The increase in the worker's ability to make decisions and take action emanating from helpful, unbiased attitudes.

6. His recording—its pertinence and clarity of content, its promptness and economy; the worker's perspective upon these various factors as related to agency's use of records. (In evaluating the quality of case work practice, it should be remembered that no practice is of desirable quality which does not have as its basis a warmth for people, a sustained awareness that the agency exists to give help, together with a growing respect for the individual's capacity for self-determination and a sensitiveness to the potential element of mutual participation between client and worker. Lacking these, the most perfect performance in terms listed above would still be mechanical and of doubtful value to client, agency and community.)

B. Quality of Job Organization

1. Promptness in discharging necessary obligations in relation to the job.

2. Balance in distributing effort. (This might include regulating the flow of work if this lies within the responsibility assigned to the worker.)

3. Soundness of perspective in the selection of duties to be accomplished in times of pressure.

4. Awareness of individual responsibilities as part of the agency job and adaptation of performance to changing emphases and conditions.

5. Dependability in handling details such as reports, as shown by accuracy and promptness.

C. Ability to Maintain Work Relationships

1. With other staff members, clerical as well as professional.

2. With people in the community.

3. Ability to work cooperatively with other agencies, with a sound respect for their functions as well as for the worker's own responsibilities.

4. To use community resources in the interest of the client.

5. To interpret responsibly the client's situation to referral sources.

6. To work with individuals otherwise interested, in their proper relationship to the case.

D. Use of Supervision

1. His use of supervision to clarify problems either in relation to the total job or to a specific situation.

2. His use of any difference in point of view arising between himself and supervisor (*i.e.*, does his ultimate use of the difference act as a stimulus to growth on the job?).

3. His ability to share with the supervisor experiences which would be of value to the rest of the agency.

E. Professional Interests

The value to the agency of the worker's contribution made as a result of such professional activities as reading, courses taken, participation in committees or in allied professional groups.

F. Rate of Progress

How satisfactory is the worker's rate of progress in these various job phases evaluated:

1. With reference to the agency's developing concept of its own usefulness to the community?

2. With reference to the performance of other workers in comparable positions?

Objectives for Membership Selection

(Continued from page 5)

public cannot safely ignore the experience and opinions of the social workers possessed of this essential equipment.

The public or groups in the public may consult the AASW with the expectation that:

In so doing they are addressing, from the

whole number of diverse persons in diverse social work positions and of the innumerable other persons not in social work positions who may nevertheless assume to speak or act for social work, that particular group of social workers and that kind of social work experience which are acknowledged by social workers themselves to represent their authentic knowledge and skills.

The official information or advice which they are obtaining from the AASW on matters in controversy has the value or weight derived from its source in a *collective* experience and *collective* opinion.

Evidence of the ability of certain groups in the public to distinguish the AASW as an authoritative source of social work experience, information, and opinion is to be found in such events as the following:

The acceptance by the United States Census Bureau of the facts and representations offered by the AASW in behalf of a professional classification for social workers in the 1930 census, this work of the Association being effective in removing social workers from a classification under "semi-professional pursuits" which included them with notaries and justices of the peace, fortune tellers and hypnotists, keepers of pleasure resorts and race tracks, theatrical owners and managers, turfmen and sportsmen.

The use which was made of AASW assistance in securing evidence about relief needs for the hearings on the need of federal emergency relief in 1932.

The wide and increasing currency given by newspapers to AASW releases on the annual relief surveys from 1936–1939 and the recognition of these data as having a special authority because of their source. One evidence of the latter was the printing of the summary of the 1939 report as Senate Document No. 80 ("Some Aspects of the Relief Situation in Representative Areas in the United States.")

2. *An educational standard clarifies the basis and principles of selection of competent personnel for social work positions.*

The development of a professional association in any field is a response to the following:

Those engaged in its activities discover that these activities involve responsibilities calling for the use of special knowledge, skill and discretion.

As the social needs and social stakes concerned in any professional activity are more generally recognized by various groups in the public, competitive efforts to control the activity will inevitably be made and anti-professional as well as professional criteria will be set up, presumably to aid the consumer to identify reliable purveyors of the goods or services in question (See "The Use of Standards in Civil Service" by William Brownrigg, Michigan State Personnel Director, the COMPASS, December 1938, for a brief description of some of the factors which make standards "an absolute necessity of our present social and economic structure").

Those possessing "inside knowledge" of the responsibilities involved in the activity find themselves under a social obligation to see that their knowledge is applied and that the standards set in protection of the consuming public are such as to recognize this essential learning and utilize it wherever it is needed. (See above article by Brownrigg: "Standards for all occupational and professional groups are quite essential" to sound personnel administration . . . "In solving employment problems involving every field of human endeavor from common labor to the highest professional activities, we (the government personnel agency) are required to lean heavily upon such accepted terminology and standards as are in existence, and *when established standards do not exist, we must create them for our own use.* (Italics ours.) . . . Standards of education and experience not only simplify civil service recruiting problems in their fields but offer parallels to be followed by personnel agencies in setting education and experience qualifications for comparable activities in fields not yet highly professionalized.")

The problems in this area with which the educational standard is expected to help the Association to deal are found in prevailing tendencies to ignore or deny:

The nature of the responsibilities involved in the particular job and the need of trained judgment for its proper performance;

The demand which the position makes on the performer for definite equipment in general education and in professional knowledge, skill and experience;

The necessity for job classifications and salary scales in harmony with the qualifications needed;

The contribution which experience makes to increasing proficiency and the necessity for security in tenure and for ad-

vancement in responsibility and salary according to merit.

The educational standard of the Association constitutes a simple conventional formula whereby the Association testifies to:

The existence and importance of specific social work knowledge and skill which are best assured through a special education and experience;

The necessity for using this specific social work knowledge and skill if the responsibilities which social workers have found to be involved in social work positions are to be properly met;

The necessity for recognition of this competence in the status and salary accorded to social work positions if they are to be filled by persons able to perform the duties involved.

Evidence of the influence which its educational standard has given the Association is to be found in:

The support which the merit system for public welfare services has had in the existence of the AASW standard, that standard serving as proof that a social work competence has developed and should be secured for and protected in the public service;

The increasing use by civil service commissions of AASW help in working out the principles and methods of merit selection of social work personnel, this use of AASW reducing an otherwise unavoidable reliance on their own capacity for identifying proper sources of information and opinion and their need to "create standards for their own use";

The attacks on and misrepresentations of the AASW by enemies of the merit system who recognize a growing power in the Association to supply facts and arguments for use in the struggle against political exploitation of public welfare services and political opposition to strong welfare programs;

Increasing reference to the educational requirements of the AASW as support for the promotion of standards for personnel in private social agencies; for example,

The growing practice among agencies of good standing of measuring the quality of their staffs in terms of eligibility to or membership in the AASW;

The stimulation of national functional agencies to use of the AASW standard as a guide to member agencies for evaluation of the competence of their staffs. (See, for instance, report of the Family Welfare Association of America on "Personnel in Private Family Agencies in 1936"; also see *Qualifications of staff* in "Interpretation of Membership Requirements for Agencies, Part II," Family Welfare Association of America; also, "Standards for Children's Organizations Providing Foster Family Care," Child Welfare League of America; also, "Credentials of Social Work," The Transient, September 1938, published by the National Travelers Aid Association.)

3. *An educational standard furnishes guidance to prospective social workers as to the educational equipment desirable for a social work career.*

A professional association in its dependence on qualified personnel for the future maintenance and development of its professional adequacy is concerned to attract into its field the persons who

Possess the intellectual and social interests and capacities which have been identified as essential to the competent practitioner;

Possess these interests and capacities in such degree as to wish to satisfy them vocationally;

Respect these interests sufficiently to want whatever special education and discipline are necessary to exercising them responsibly; and therefore seek authoritative guidance as to what specific education is required and where it can be obtained.

The educational requirements of the Association convey the following information to those potentially interested in social work as a vocation:

A special education for social work exists.

Social work has therefore an intellectual interest and dignity.

Special education is regarded as essential for those who wish to perform adequately, to compete with other qualified practitioners, and to share in the responsibilities and opportunities of the professional group.

The equivalent of a college education is a prerequisite to this special education for social work.

A distinction is to be drawn between the "approved" school of social work and other institutions assuming to provide education for social work.

There is a definite scheme of professional education.

A distinction is to be drawn between "approved" social agencies and those which fail to meet a standard.

Evidence that the educational requirements serve a social purpose as general directions to those interested in or definitely planning to enter social work is to be found in:

The number of requests for information from college students and the wide use of the vocational pamphlet "Social Work as a Career" and of the list of approved schools of social work;

The request from colleges and universities for information from the AASW about its educational requirements for membership which show that a strong practical motive for their interest in educational standards is the demand from students for an education acceptable to the AASW.

4. *An educational standard supports the standards applicable to professional education.*

Professional education is the resource on which a profession relies (1) for the continuous organization of the special knowledge and understanding that are being found necessary to proficiency in practice; (2) for transmission of these essentials to future practitioners. A professional association's responsibility for standards of personnel includes a responsibility for assisting in the development and maintenance of sound standards for professional education.

Some of the dangers to sound standards for professional education against which the professional association must protect professional practice are:

The development and use of schemes of education which are dominated by other concepts than have evolved out of direct, tested experience with the problems of professional service;

The distortion or impoverishment of professional education through the insistence that it meet inappropriate demands as for adaptation of its general preparation to the immediate needs of specific agencies or to specialized tasks involved in particular positions;

The development and use of professional schools lacking the stability and resources necessary to a permanent and planned system of education;

The development and use of professional curricula lacking the minimum required content or failing to provide the minimum discipline or inadequately equipped with faculty possessing the required professional knowledge and skill as well as educational capacities;

The consequent production of presumably professional practitioners who do not possess the proficiency of which professional credentials are expected to be the most reliable general assurance; are unequal to the demands of the social work practice; and invalidate the public's basis for confidence in the nature and value of professional social work and professional education;

The misdirection and waste of the personnel who by reason of their interest in special education are potentially the most valuable resource for the profession's future development.

The educational standard of the Association affords it the following means of supporting the development of sound standards of education:

The standard identifies professional education as the most reliable equipment for attaining efficiency in social work performance, acquiring individual status and strengthening individual security in competition for employment. The requirements thus state that professional education is not simply an additional preparation which some persons may elect to obtain and some agencies to require but rather that it is, in the collective opinion of professional social workers, a prerequisite to competent performance.

The standard identifies the necessary minimum components of professional education which a professional school should provide if its students are to be accepted as professional social workers. This enables the Association to lend support to the efforts of professional education to maintain and extend its own observance of standards which safeguard the educational content and discipline necessary to proper preparation of social workers for their responsibilities.

The administration of the standard gives the Association power to recognize or to refuse to recognize a school of social work as an "approved" professional school. This enables the Association to cooperate with professional education in controlling deviations from sound educational standards.

Evidence of the effect of the Association's present educational requirements on the de-

velopment and protection of standards for professional education may be found in:

Increased use of professional schools of social work by those preparing for or engaged in practice;

Assistance to the standard-setting function exercised by the American Association of Schools of Social Work through the emphasis which the AASW requirements have placed on the necessity for certain minimum components in professional education;

General cooperation and support to the movement within the American Association of Schools of Social Work for the development of requirements determining the eligibility of schools to and their continuance in their membership. (For these requirements, see the pamphlet, "The American Association of Schools of Social Work," prepared by R. Clyde White, 1939);

More directed inquiry by prospective students into the standing of the courses and curricula in social work offered by educational institutions;

Active interest on the part of the institutions contemplating the establishment of social work curricula in obtaining information about the educational requirements they must meet to be recognized as "approved schools" by the AASW.

5. *An educational standard motivates the improvement of personnel and employment practices in social agencies.*

The usual problems encountered in any vocational field in relation to undesirable personnel and employment practices are complicated in the case of social work by such traditional beliefs as the following:

Social service should be a philanthropic enterprise.

The proper equipment for its performance is a philanthropic rather than an intellectual or professional interest.

The costs involved in improving the administration or working conditions under which its goods are dispensed constitute a wasteful "overhead" (on the basis of an assumed analogy with profit-making enterprises), a diversion of funds from the proper recipients to self-seeking agents, and an exploitation of the supporting public. Efficiency in administration is therefore in inverse ratio to administrative costs.

Any concern of social agency employees with personnel and employment practices is evidence of self-seeking motives incompatible with vocational fitness.

The educational requirements of the AASW furnish a concrete basis for relating a positive concern with personnel and employment practices to the meeting of broad social obligations: they indicate that

A definable and substantial standard of special social work competence exists and is acknowledged.

This standard, as a standard of competence, is designed for the protection of the welfare of clients and for the realization of that public interest in their welfare which has been recognized by the setting up of social agencies.

Certain related standards of personnel and employment practices must be observed in the social agency which assumes sufficient responsibility for the delivery of adequate services to facilitate their performance.

The board of the social agency has an index in the agency's personnel practices and employment conditions to one important factor determining the degree to which its management of the agency is responsible and efficient.

The agency that has defined its personnel and employment practices gives an evidence of its own sense of responsibility for competent administration which has weight in attracting adequate personnel.

The agency that takes responsibility for its personnel and employment practices has a more effective means of indicating its adequacy and also of strengthening the development of objective standards whereby competent agencies may be distinguished from the incompetent.

Evidence of the support which the appeal to a standard of competence has given to the study of personnel and employment practices is to be found in:

The greater activity among professional social workers in initiating inquiries into the personnel and employment practices of their agencies.

The greater willingness of agencies in good standing to record and make available to their staffs these practices.

The studies in various agencies by groups composed of board, administrators and staff representatives of existing practices.

Community studies of personnel and employment practices in social agencies.

Association Financial Statement

Estimates of income and expenses for effective operation of the AASW for the year 1940 leave the National Board with the need to find an additional $2200 income by the end of the year. Acceptance of the responsibility by the Board followed a recommendation by the Budget Committee, and discussion in both committees of possible alternatives concluded with decisions that it was necessary to increase the income to keep the program at full force.

A special committee is to be created to work out plans for securing extra funds, the principal problem being to avoid conflict with efforts by several chapters to add to their own revenue. Taking into account the possible increase of regular income, above the estimates, the Board voted to set up the necessary machinery now in preparation for activity after the middle of the year. The report of the Budget Committee, with data bearing on the estimates, has been sent to the chapters with the minutes of the Board meeting.

Chapter revenues have increased much more than national income from 1936 to 1939, the budget figures show. In 1936 a total of $15,428.10 was collected and paid to the chapters by the national office, whereas in 1939 the amount totalled $24,073.60, an increase of 56 per cent as compared with an increase of about 9 per cent in national dues in the same period.

Books of the Association have been audited for 1939 by Haskins & Sells, Certified Public Accountants. The following table shows in the first column the income and expense for 1939 as reported by the auditors, and in the second column the budget as voted by the National Board for 1940.

Statement of Cash Receipts and Disbursements for the Year Ended December 31, 1939			*Budget Estimate for Year Ending December 31, 1940*	
BALANCE, JANUARY 1		$2,024.14		$3,142.07
BUDGET RECEIPTS:				
Membership dues	$64,878.20			
Less refunds, $632.70 and bad check, $1.00	633.70			
Remainder	$64,244.50		$66,000.00	
Publications	825.26			
Miscellaneous	208.33		500.00	
Total budget receipts	$65,278.09		$66,500.00	
BUDGET DISBURSEMENTS:				
Salaries	$39,619.71		$45,000.00	
Office expense	9,626.19		10,500.00	
Ediphones			1,000.00	
Committee travel	4,695.43		4,000.00	
Staff travel	3,152.46		5,000.00	
Compass	4,309.62		4,500.00	
Publications	333.78		200.00	
Conference	1,110.64		500.00	
Office survey	300.00			
Total budget disbursements	$63,147.83		$70,700.00	
Excess of budget receipts over disbursements		$2,130.26		
Excess of budget disbursements over receipts				$4,200.00
NON-BUDGET RECEIPTS:				
Rental grant—Russell Sage Foundation	$ 2,167.00		$ 2,167.00	
Chapter dues received	24,073.60		25,000.00	
Loan to chapter in 1937, collected	75.00			
Employees' social security taxes applicable to current and prior years—Portion collected	603.03			
Total non-budget receipts	$26,918.63		$27,167.00	
NON-BUDGET DISBURSEMENTS:				
Rent against grant	$ 2,167.00		$ 2,167.00	
Chapter dues disbursed to chapters	24,073.60		25,000.00	
Federal social security taxes applicable to current and prior years	1,524.22			
Interest on Federal social security taxes	166.14		1,120.00	
Total non-budget disbursements	$27,930.96		$28,287.00	
Excess of non-budget disbursements over receipts		$1,012.33		$1,120.00
EXCESS OF TOTAL RECEIPTS OVER TOTAL DISBURSEMENTS		$1,117.93		
EXCESS OF TOTAL DISBURSEMENTS OVER TOTAL RECEIPTS				$5,320.00
BALANCE, DECEMBER 31, 1939		$3,142.07		
ESTIMATED DEFICIT, DECEMBER 31, 1940				$2,177.93